

## **SALUDA TRAIL MIDDLE**

2300 Saluda Road  
Rock Hill, SC 29730

**GRADES** 6-8 Middle School

**ENROLLMENT** 875 Students

**PRINCIPAL** Al Leonard 803-981-1800

**SUPERINTENDENT** Dr. Randy Bridges 803-981-1000

**BOARD CHAIR** Kathy Pender 803-980-5512

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

#### **AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
1	23	14	0	0

#### **IMPROVEMENT RATING:**

#### **UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

#### **NO**

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

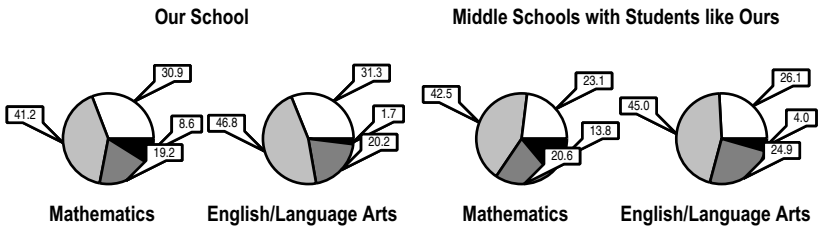
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




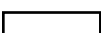
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	55	278	137
Percent satisfied with learning environment	92.7%	78.1%	84.8%
Percent satisfied with social and physical environment	100.0%	83.8%	67.4%
Percent satisfied with home-school relations	84.9%	84.8%	86.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	866	99.7	31.3	46.8	20.2	1.7	21.9	17.6
Gender								
Male	451	99.6	40.8	44.8	13.7	0.7	14.5	17.6
Female	415	99.8	21.2	49.0	27.0	2.8	29.8	17.6
Racial/Ethnic Group								
White	462	99.6	19.7	50.8	26.5	3.0	29.5	17.6
African-American	390	99.7	45.0	42.5	12.3	0.3	12.5	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	760	100.0	28.0	47.6	22.5	1.9	24.4	17.6
Disabled	106	97.2	58.4	40.4	1.1	N/A	1.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	866	99.7	31.3	46.6	20.4	1.7	22.1	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	865	99.7	31.2	46.6	20.4	1.7	22.2	17.6
Socio-Economic Status								
Subsidized meals	329	100.0	45.5	43.1	10.3	1.0	11.4	17.6
Full-pay meals	537	99.4	23.3	48.6	26.0	2.1	28.1	17.6

Mathematics								
All students	866	100.0	30.9	41.2	19.2	8.6	27.9	15.5
Gender								
Male	451	100.0	33.0	40.3	17.9	8.7	26.7	15.5
Female	415	100.0	28.7	42.1	20.7	8.6	29.2	15.5
Racial/Ethnic Group								
White	462	100.0	18.9	43.3	24.1	13.7	37.8	15.5
African-American	390	100.0	45.4	38.9	13.0	2.7	15.8	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	760	100.0	25.8	43.2	21.3	9.7	31.0	15.5
Disabled	106	100.0	71.7	25.0	3.3	N/A	3.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	866	100.0	30.5	41.4	19.5	8.6	28.1	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	865	100.0	30.6	41.2	19.5	8.6	28.1	15.5
Socio-Economic Status								
Subsidized meals	329	100.0	46.9	38.3	11.0	3.8	14.8	15.5
Full-pay meals	537	100.0	21.5	43.1	24.1	11.3	35.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	257	N/A	23.8	41.8	25.8	8.6	34.4
	Grade 7	283	N/A	26.1	49.6	22.1	2.1	24.3
	Grade 8	289	N/A	30.3	48.9	16.5	4.2	20.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	286	100.0	34.7	36.6	25.7	3.0	28.7
	Grade 7	272	99.6	23.9	52.5	22.0	1.6	23.5
	Grade 8	308	99.4	34.6	51.2	13.6	0.7	14.2

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	257	N/A	23.3	49.8	18.3	8.6	26.8
	Grade 7	283	N/A	36.8	33.6	18.6	11.1	29.6
	Grade 8	289	N/A	39.8	46.5	9.9	3.9	13.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	286	100.0	25.7	34.0	27.6	12.7	40.3
	Grade 7	272	100.0	29.3	40.6	18.4	11.7	30.1
	Grade 8	308	100.0	37.0	48.1	12.5	2.4	14.8

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 875)				
Students enrolled in high school credit courses (grades 7 & 8)	41.0%	Down from 51.1%	25.4%	14.4%
Retention rate	0.3%	Down from 0.8%	2.0%	2.3%
Attendance rate	96.5%	Down from 96.7%	95.5%	95.2%
Eligible for gifted and talented	7.7%	Up from 6.7%	19.1%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.7%	Up from 9.1%	13.1%	14.1%
Older than usual for grade	2.5%	Up from 1.7%	3.6%	4.9%
Suspended or expelled	0.3%	Up from 0.2%	1.5%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 55)				
Teachers with advanced degrees	43.6%	Down from 46.3%	48.2%	47.1%
Continuing contract teachers	80.0%	Up from 74.1%	87.9%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.3%	N/A	87.3%	84.3%
Teacher attendance rate	N/R	N/R	95.4%	95.0%
Average teacher salary	\$40,131	Down 0.8%	\$40,811	\$39,924
Prof. development days/teacher	8.9 days	Up from 8.5 days	10.1 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio	24.2 to 1	Up from 23.1 to 1	22.7 to 1	21.0 to 1
Prime instructional time	N/R	N/R	89.6%	88.9%
Dollars spent per pupil*	\$5,142	Up 4.8%	\$5,628	\$5,854
Percent spent on teacher salaries*	62.2%	Up from 59.6%	62.3%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	84.8%	Down from 86.3%	96.8%	94.8%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2002-2003 school term has been a year marked by our school's accomplishment of numerous goals and objectives! In developing the vision for Saluda Trail during the summer prior to our inaugural year, the faculty, staff, administration and school community indicated that during our third and fourth year we would apply for various awards that would be available to schools. Though it was certainly desirable to achieve such recognition, our rationale was that going through the application process would allow the faculty, staff, community and evaluators to analyze our programs closely. It is during such analysis that positive changes and/or additions are made that will ultimately make our school a better place for students.

Our pursuit of these awards led to some very positive recognition! During the spring of last year, STMS was recognized as a Flagship School of Promise for providing students with ongoing relationships with caring adults, safe places and structured activities, marketable skills, a healthy start for a healthy future, and opportunities to serve. In addition, the South Carolina Association of School Administrators (SCASA) presented Saluda Trail with the Healthy School Award for our school-wide emphasis on health and fitness.

This particular school term was marked by the school being presented with the South Carolina Middle School Association's Award of Excellence in the "Safe and Healthy School" category. This prestigious award is given to only two South Carolina schools each year that meet the criteria in a selected category.

I am particularly proud of our students' response to our emphasis on academics. As we continually remind them, Saluda Trail is first and foremost a place of learning. That indeed is our primary purpose for being here. Our students continue to put forth their best effort to rise to the standards we have established. Our Saturday School Program continues to provide opportunities for students to improve their academic skills prior to the end of the school term.

There were many wonderful activities that took place during the school year. A new program entitled "Male Call!" provided all of our male students the opportunity to participate in fun and meaningful experiences with adult male role models. In addition, our sports teams had very successful seasons, having won five additional championships this year.

Saluda Trail's School Improvement Council continues to seek input from parents and the school community to identify areas of strength and weaknesses. Such input and collaboration will continue to allow our school to actively pursue our vision of excellence

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.